Indicator 1: Graduation

Graduation Matters for Students with an Individualized Education Program (IEP)

- High school graduation is one of the critical steps students take toward independence, meaningful work, and realizing their dreams.

- Graduation rates are one indication of the degree to which educational services support student success.

Michigan Information on Graduation
Michigan uses the cohort four-year graduation rate for the Annual Performance Report (APR) in alignment with the Elementary and Secondary Education Act.

What is Michigan Doing to Improve Graduation Rates among Students with an IEP?
Many statewide improvement activities have recently been expanded to include more schools. Many students benefiting from these efforts have not yet reached graduation age.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) promotes positive behavior supports and literacy in schools throughout the state in collaboration with intermediate school districts. MiBLSi works with schools to develop infrastructures to ensure that the practices can be implemented with fidelity and will endure over time. http://miblsi.cenmi.org/

- The Reaching and Teaching Struggling Learners (RTSL) Initiative supports middle and high schools in adopting a Response to Intervention (RtI) framework in order to increase graduation rates and decrease dropout rates. *http://rtsl.cenmi.org*

- The Michigan Transition Outcomes Project (MI-TOP) promotes transition practices intended to increase graduation rates and promote successful transition to postsecondary roles. *http://mi-top.cenmi.org*

For More Information
Michigan's State Superintendent's Dropout Challenge
www.michigan.gov/dropoutchallenge

Michigan's Graduation Requirements
www.michigan.gov/highschool

Education YES!
www.michigan.gov/edyes

The National High School Center
www.betterhighschools.org
Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 2: Dropout

Data on Dropout Matters for Students with an Individualized Education Program (IEP)

- National data demonstrate that students with an IEP have an increased risk of dropping out of school, and that high dropout rates are an indication that barriers to learning exist.

- Students with an IEP who drop out of school have more difficulty attaining meaningful employment and postsecondary education.

- Understanding the early warning signs that lead to dropout is critical to ensure student success.

Michigan Information on Dropout
Michigan reports dropout rates in the Annual Performance Report (APR), the Consolidated State Performance Report (CSPR), and the Michigan Cohort Graduation and Dropout Reports. The APR and CSPR use a dropout event rate based on federal reporting requirements.

What is Michigan Doing to Improve Dropout Rates among Students with an IEP?
The State Superintendent's Dropout Challenge led to over 1,300 elementary, middle, and high schools' commitment to reduce their risk for dropout.

Educators are using the early warning signs to make improvements for students with an IEP by analyzing grades, course failure, and attendance data related to graduation and dropout. These factors also impact successful transitions and positive postsecondary outcomes. This integrated approach strengthens the support system for students.

- The Reaching and Teaching Struggling Learners (RTSL) Initiative will continue to support middle and high school teams to adopt a Response to Intervention (RtI) framework in order to increase graduation rates and decrease dropout rates. The 2010-2011 Cohort 1 buildings (four middle schools and ten high schools) continued to build these interventions. Cohort 1 high schools had an average graduation rate of 86.50% and an average dropout rate of 5.08%. Both rates exceeded the average

state rates for graduation and dropout. All four middle schools in Cohort 1 made adequate yearly progress (AYP) in Reading and Math for youth with an IEP.

- The Michigan Transition Outcomes Project (MI-TOP) promotes transition practices intended to decrease dropout rates and promote successful transition to postsecondary roles.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) conducts early intervention strategies in elementary schools. By supporting students in becoming more successful academically, socially, and behaviorally, students may stay on track through secondary school and decrease their risk of dropping out.

For More Information
Michigan's State Superintendent's Dropout Challenge
www.michigan.gov/dropoutchallenge

Center for Educational Performance and Information (CEPI), Graduation and Dropout Review and Comment Application (GAD) User's Guide
http://www.michigan.gov/documents/cepi/GAD_Cohort_User_Guide_416354_7.pdf

National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
www.ndpc-sd.org

Indicator 3: Statewide Assessment

Statewide Assessment Matters for Students with an Individualized Education Program (IEP)

- Statewide assessment provides the opportunity for more meaningful access to and achievement in the general education curriculum.

- Statewide assessment encourages parents and teachers to have high expectations for students regardless of individual differences.

- Statewide assessment results inform school efforts to improve instruction and learning for all students.

Michigan Information on Statewide Assessment
The Michigan State Board of Education adopted the Michigan Educational Assessment System (MEAS) in October 2001. All students, including students with an IEP, participate in the MEAS. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), Michigan's Alternate Assessment

Programs (MI-Access and MEAP-Access), and English Language Proficiency Assessments (WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs).

Assessments of students in grades 3-8 and 11 in the areas of Reading and Math are used in accountability calculations.

What is Michigan Doing to Improve Assessment Results among Students with an IEP?

In October 2005, the Michigan State Board of Education approved the *Vision and Principles of Universal Education* as a framework and foundation for policy development by the state board, the Michigan Department of Education (MDE), and local and intermediate school districts. The *Vision and Principles of Universal Education* reflects the beliefs that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. Rigorous targets for all students in the state assessment system are evidence that Michigan is committed to the education of all Michigan students.

- The MDE, Office of Special Education (OSE) and the Division of Accountability Services (DAS) coordinate with the Office of Educational Improvement and Innovation (OEII)—the office responsible for disseminating information on state content standards and high school reform.

- The Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) provides Response to Intervention (RtI) strategies to improve access to the general education curriculum for students with an IEP and to improve academic and behavioral performance.

- The DAS and the OSE have provided coordinated professional development opportunities to LEAs on the *Michigan Statewide Assessment Selection Guidance* document for participation in statewide assessments and continues to have this resource posted on the DAS web page. This will assist IEP teams to determine the appropriate assessment for each student. The DAS and OSE will continue to make updates to this document as guidelines and regulations change.

- Michigan's transition to online and computer adaptive assessments includes the needs of students with an IEP. Michigan educators and representatives from the DAS and OSE have participated in focus groups, item review, pilot testing and field testing of potential future assessments and testing engines for both general and alternate assessments. Special care has been taken to look at all assessment options to ensure the proper accommodations for students with an IEP are included.

For More Information

Michigan Department of Education (MDE), Division of Accountability Services (DAS) (formerly known as the Bureau of Assessment and Accountability).
www.michigan.gov/baa

Michigan Department of Education (MDE), Office of Educational Improvement and Innovation (OEII) (formerly known as the Office of School Improvement)
www.michigan.gov/osi

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
http://miblsi.cenmi.org

Michigan's Integrated Technology Supports (MITS)
http://mits.cenmi.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 4A: Suspension/Expulsion

Data on Suspension/Expulsion Matters for Students with an Individualized Education Program (IEP)

- Data on the rates of suspension/expulsion for students with an IEP prompts districts to examine how discipline decisions are made.

- Districts with high rates of suspension/expulsion receive technical assistance (TA) from the Office of Special Education (OSE) regarding additional supports that enable students with an IEP to remain in school and receive appropriate instruction.

Michigan Information on Suspension/Expulsion Rates
School districts report disciplinary actions for students who have an IEP through the Michigan Student Data System (MSDS) and a data verification process. School districts report specific disciplinary actions for each student every school year.

The OSE identifies and monitors a district if more than five percent of its students with an IEP received out-of-school suspensions/expulsions for greater than ten days cumulatively during the school year. The OSE reviews the district's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards to ensure compliance with the *Individuals with Disabilities Education Act* (IDEA). Districts are required to revise those policies, procedures, and practices that may lead to inappropriate suspensions and expulsions.

What is Michigan Doing to Improve Suspension/Expulsion Rates among Students with an IEP?

On September 12, 2006, the State Board of Education adopted a policy on positive behavior support stating that each school district should implement a system of school-wide positive behavior support strategies. The vision of this policy is to advance a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavioral interventions and supports provide effective strategies that promote appropriate social behavior and respectful learning environments.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) works with Intermediate School Districts and Local Education Agencies to develop local capacity for Positive Behavior Support implementation by providing professional development, TA and resource materials. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi.

- The Continuous Improvement and Monitoring System's electronic workbook provides districts with feedback regarding their suspension and expulsion data to assist improvement efforts.

- Districts that demonstrate a significant discrepancy in rates of suspension/expulsion participate in focused monitoring and are provided with information and TA.

- The Reaching and Teaching Struggling Learners initiative provides a three-year program for middle and high schools that focuses on improving school culture and academic success. Schools high rates of suspensions/expulsions are given participation priority

For More Information
Michigan State Board of Education's Positive Behavior Support Policy
www.michigan.gov/mde/0,1607,7-140-6530_6564_35177---,00.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
www.pbis.org

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
http://miblsi.cenmi.org

Reaching and Teaching Struggling Learners (RTSL)
http://rtsl.cenmi.org/

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 4B: Suspension/Expulsion by Race/Ethnicity

Data on Suspension/Expulsion Matters for Students with an Individualized Education Program (IEP)

- Data on the rates of suspension/expulsion for students with an IEP prompts districts to examine how discipline decisions are made.

- Districts with high rates of suspension/expulsion receive technical assistance (TA) from the Office of Special Education (OSE) regarding additional supports that enable students with an IEP to remain in school and receive appropriate instruction.

Michigan Information on Suspension/Expulsion Rates by Race/Ethnicity

School districts report disciplinary actions for students who have an IEP through the Michigan Student Data System (MSDS) and a data verification process. School districts report specific disciplinary actions for each student every school year.

The OSE identifies and monitors those districts with significant discrepancies in their suspensions/expulsions for one or more racial/ethnic groups. The OSE reviews the districts' policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards. Districts are required to revise those policies, procedures, and/or practices that may lead to inappropriate suspensions and expulsions.

What is Michigan Doing to Improve Suspension/Expulsion Rates among Students with an IEP?

On September 12, 2006, the State Board of Education adopted a policy on positive behavior support stating that each school district should implement a system of school-wide positive behavior support strategies. The vision of this policy is to advance a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavioral interventions and supports provide effective strategies that promote appropriate social behavior and respectful learning environments.

- Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) works with Intermediate School Districts and Local Education Agencies to develop local capacity for Positive Behavior Support implementation by providing professional development, TA and resource materials. MiBLSi is also working with the National Center on Positive Behavioral Interventions and supports to develop a model to address disproportionality in regards to race and discipline. Districts with a significant discrepancy in the rate of suspensions and expulsions have priority when applying to participate in MiBLSi.

- The Continuous Improvement and Monitoring System's (CIMS) electronic workbook provides districts with feedback regarding their suspension and expulsion data to assist improvement efforts.

- Districts that demonstrate a significant discrepancy in rates of suspension/expulsion by race/ethnicity—and have policies, procedures, and practices that contribute to the discrepancy—are provided with TA.

- The Reaching and Teaching Struggling Learners initiative provides a three-year program for middle and high schools that focuses on improving school culture and academic success. Schools high rates of suspensions/expulsions are given participation priority

For More Information
Michigan State Board of Education's Positive Behavior Support Policy
www.michigan.gov/mde/0,1607,7-140-6530_6564_35177---,00.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
www.pbis.org

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
http://miblsi.cenmi.org

Reaching and Teaching Struggling Learners (RTSL)
http://rtsl.cenmi.org/

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 5: Educational Environments: Ages 6-21

Educational Environments Matter for Students with an Individualized Education Program (IEP)
Educating students with an IEP in age-appropriate general education classrooms, to the maximum extent possible, matters because this environment:

- Can, with tiered supports, utilization of flexible instructional methods and materials, and collaborative practices between general education, special education, and families, provide access to and achievement in the general education curriculum.

- Creates an inclusive and accepting educational community while providing greater social opportunities with the student's peer group.

- Supports educators, parents, and all students to have expectations for successful academic performance and appropriate behavior.

Michigan Information on Educational Environments

One of the goals of the *Individuals with Disabilities Education Act* (IDEA) is to enable students with an IEP to receive their education in the general education classroom to the maximum extent appropriate. Through the use of flexible instructional methodologies and materials, the use of tiered supports, and through collaboration between general education and special education, students with an IEP can achieve positive academic outcomes. The IDEA refers to this as the "least restrictive environment." The appropriate environment may be different for each student because the least restrictive environment is individually determined based on the student's unique educational needs.

What is Michigan Doing to Improve Educational Environment Rates among Students with an IEP?

State Board of Education policies on Positive Behavior Support and Universal Education create a framework for districts to understand the importance of inclusive and constructive educational environments for all students. Additionally, there are several projects funded under the Individuals with Disabilities Education Act (IDEA) through the Office of Special Education (OSE) that provide a tiered model to support to districts in meeting the needs of students with an IEP.

OSE reviews educational environments data annually. Local school districts whose educational environments percentages vary significantly from the state targets are considered for monitoring activities.

- The OSE assists districts in reviewing their policies and procedures related to educational environments and requires them, as needed, to develop and implement corrective action plans.

- Districts with low percentages of students with an IEP in general education receive priority for consideration for technical assistance from statewide initiatives such as Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), STatewide Autism Resources and Training (START), and Michigan's Integrated Technology Supports (MITS).

- The new state IEP is increasing the ties between IEP development and the general education curriculum.

For More Information

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

Michigan's Integrated Technology Supports (MITS)
http://mits.cenmi.org

STatewide Autism Resources and Training (START)
www.gvsu.edu/autismcenter

Center for Educational Networking
http://cenmi.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 6: Preschool Educational Environments: Ages 3-5

Educational Environments Matter for Students with an Individualized Education Program (IEP)
Educating students with an IEP in age-appropriate general education classrooms, to the maximum extent possible, matters because this environment:

- Supports access to and achievement in the general education curriculum.

- Creates an inclusive and accepting educational community.

- Supports educators, parents, and all students to have expectations for successful academic performance and appropriate behavior.

Inclusive programs offer many benefits for children with and without disabilities, families of children with and without disabilities, and the community. Those benefits include, but are not limited to:

- Development of meaningful relationships between children with and without disabilities.

- Children without disabilities serve as peer role models to children with disabilities.

- Higher, developmentally appropriate, expectations are placed on children with disabilities.

- Participation increases in parents who have children with and without disabilities.

- Greater opportunities for collaboration between the general education setting and the specialists providing the therapies to the children.

Michigan Information on Educational Environments

One of the goals of the *Individuals with Disabilities Education Act* (IDEA) is to enable students with an IEP to receive their education in the general education classroom to the maximum extent appropriate. The IDEA refers to this as the "least restrictive environment." The appropriate environment may be different for each student because the least restrictive environment is individually determined based on the student's unique educational needs.

What is Michigan Doing to Improve Educational Environment Rates among Students with an IEP?

The Office of Great Start/Early Childhood Education & Family Services (OGS/ECE&FS) reviews preschool educational environments data annually. Local school districts whose educational environments percentages vary significantly from the state targets are considered for targeted training and technical assistance (TA).

- OGS/ECE&FS developed and disseminated two TA documents that helped districts to determine appropriate educational environment codes. The educational environment worksheet that provided a detailed explanation of each code. The second was an educational environment decision tree document that assisted districts to select the appropriate environment codes.

- OGS/ECE&FS and its TA grantee, Clinton County Regional Educational Service Agency (CCRESA), recorded a webinar to help districts understand and utilize the developed documents on determining appropriate educational environments.

- Districts with low percentages of students with an IEP in general education receive priority for consideration for TA from statewide initiatives such as STatewide Autism Resources and Training (START).

For More Information

Clinton County Regional Educational Service Agency (CCRESA), *Early On*® Training and Technical Assistance (EOT&TA)
http://eotta.ccresa.org/Resources.php?ID=28

Michigan Department of Education (MDE), Office of Great Start (OGS)
www.michigan.gov/ecse

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

STatewide Autism Resources and Training (START)
www.gvsu.edu/autismcenter

Indicator 7: Preschool Outcomes Measurement

Preschool Outcomes Matter for Students with an Individualized Education Program (IEP)

- Federal law requires a child to be assessed in three areas: social-emotional, knowledge and skills, and appropriate behaviors. This is also an early childhood education best practice.

- Children are more successful when teachers and service providers use assessment data about the whole child when planning and delivering instruction and services.

Michigan Information on Preschool Outcomes Measurement

Michigan's preschool special education programs are required to collect information on the performance of children entering and exiting those programs. The Office of Special Education (OSE) and the Office of Great Start, Early Childhood Education & Family Services (OGS/ECEFS) work together to collect and report data for this indicator.

What is Michigan Doing to Improve Preschool Outcomes Rates among Students with an IEP?

The Michigan Department of Education (MDE) developed a procedural and technical assistance (TA) handbook, with accompanying online training sessions. The purpose of these materials is to clarify all aspects of data collection about reporting child outcomes and to use data to improve preschool outcomes for children. The materials incorporate:

- The OGS will develop awareness level opportunities, provide TA to preschool teachers and service providers about measurement tools and data collection, and provide sustained learning opportunities.

- The OGS and HighScope Educational Research Foundation will monitor data measuring this indicator and develop additional improvement activities to improve the system:

  - Individually, to improve children's IEPs based on results.

  - Locally, to support districts in improving outcomes and to support districts not meeting targets.

  - Statewide, to improve policy and program decision making, including personnel development.

Indicator 11: Child Find

Child Find Matters for Students with an Individualized Education Program (IEP)
Meeting required evaluation timelines matters for children with an IEP and their parents because it:

- Provides a predictable, timely process for the potential need for the delivery of special education programs and services.

- Indicates that districts are compliant with federal and state requirements which will assist in contributing to open collaboration between families and school personnel.

Michigan Information on Child Find
Michigan is required to have policies and procedures in place to ensure that all children suspected of having a disability are identified, located, and evaluated within specific timelines. Michigan has established a 30-school-day timeline to evaluate and complete an IEP for a child suspected of having a disability. This timeline is documented in the *Michigan Administrative Rules for Special Education* (MARSE) (R 340.1721b(1)). The timeline begins when the district obtains signed, parental consent to evaluate the child. The timeline may be extended if agreed to by both the parent and the district.

What is Michigan Doing to Improve Child Find Rates among Students with an IEP?
The Office of Special Education (OSE) is committed to ensuring that both the requirements and the intent of the *Individuals with Disabilities Education Act* (IDEA) are implemented and met. The OSE continues to implement improvements in order to obtain compliance with federal requirements, including Child Find. The OSE continues to collaborate with targeted stakeholders to review and update, as necessary.

- The OSE continues to improve and refine data collection for this indicator.

- Michigan continues to provide training, technical assistance, and support to districts through the OSE program accountability unit.

For More Information
Michigan's Continuous Improvement and Monitoring System (CIMS)
http://cims.cenmi.org

Policy and Guidance Updates—Building the Legacy: IDEA 2004
http://idea.ed.gov

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 12: Early Childhood Transition

Early Childhood Transition Matters for Children with an Individualized Education Program (IEP)

- The earlier services are provided, the greater the chance that a child can begin school ready to learn.

- Knowledge of the supportive services provided to children before the age of three will enhance the preschool planning process.

Michigan Information on Early Childhood Transition
Early childhood transition is an effort to promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

In Michigan, children from birth through age two with disabilities are supported by *Early On*® and sometimes special education services. Transition data are collected to help ensure that as children grow, they and their families receive uninterrupted support from birth through their transition to school-age support services.

Districts are required to develop an IEP for all children referred by *Early On* who are eligible for special education programs and services prior to their third birthday. If the child is found to be eligible for programs and/or services, the district is required to implement the IEP by the child's third birthday.

What is Michigan Doing to Improve Early Childhood Transition Rates among Students with an IEP?

The Office of Special Education (OSE) collaborates with the Office of Great Starts (OGS) regarding early childhood transition. Michigan is a birth mandate state (special education services are available from birth). Therefore, the transition process for the majority of children and their families is seamless.

- The Michigan Department of Education continues to work with *Early On* Training and Technical Assistance (EOT&TA)—as well as with districts—to define, support, and monitor transition activities from Part C to Part B.

- The OSE continues to collaborate with the OGS in order to improve transition from Part C to Part B services.

- *Early On* and Part B systems are implementing plans and interagency agreements designed to improve the transition process.

For More Information
Michigan's Continuous Improvement and Monitoring System (CIMS)
http://cims.cenmi.org

Michigan Department of Education (MDE), Office of Great Starts (OGS)
www.michigan.gov/ecse

National Early Childhood Transition Center
http://www.hdi.uky.edu/

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis

Indicator 14: Postsecondary Outcomes

Postsecondary Outcomes Matter for Students with an Individualized Education Program (IEP)

- Making the educational system better for *all* students is a desired outcome of this indicator.

- Postsecondary outcomes data assist in determining the effectiveness of the education system to impact successful postschool outcomes for students with an IEP in the areas of postsecondary education, postschool competitive employments, and student engagement.

- Understanding the postsecondary life experiences of students with an IEP assists educators in ongoing education reform efforts to ensure college and career readiness.

- Identifying system strengths and weaknesses allows for targeting improvement efforts to ensure resources are used efficiently and effectively.

Michigan Information on Postsecondary Outcomes

The Office of Special Education (OSE) conducted a survey of exiting students utilizing a modified version of the *National Post-School Outcomes Center (NPSO) revised Stage 1: Post-School Data Collection Protocol*. The OSE divided the state's districts into thirds, which are then surveyed every three years. Michigan has one district with a student population greater than 50,000, which must be surveyed every year.

What is Michigan Doing to Improve Postsecondary Outcome Rates among Students with an IEP?

The Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) initiated the linking of secondary transition data to graduation, dropout, assessment results, reason for leaving school, and postsecondary outcomes data.

- The OSE continues to create and make available online modules to provide training on a standardized method for planning the student's successful exit from school.

- The Michigan Transition Outcomes Project (MI-TOP) shares survey results with postsecondary service providers to improve services that assist students.

- The OSE and Michigan Rehabilitation Services (MRS) are collaborating to assist educators in developing and providing transition supports at the earliest possible age.

For More Information

Michigan Transition Outcomes Project (MI-TOP)
http://mi-top.cenmi.org

Michigan Transition Services Association (MTSA)
www.michigantsa.com

National Post-School Outcomes (NPSO) Center
www.psocenter.org

National Secondary Transition Technical Assistance Center
www.nsttac.org

National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
www.ndpc-sd.org

Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)
www.michigan.gov/ose-eis